LETTERS TO THE EDITOR

Dear Professor Gorosch,

I read with great interest your article in the ALSED-LSP Newsletter of March on the necessity of specialised training for LSP teachers.

You may yourself like to know that at our Department at the University of Chile we have developed and put into operation for the last 10 years a special course in ESP and its methodology for teacher-trainees, as well as running seminar/workshops for practicing teachers. The undergraduate course is an obligatory one lasting an academic year, and is taken as a regular part of the English-language programme by students in their last year
of specialist studies: its present duration is 150 class-hours. I believe this is the only LSP teacher-training course on a regular curriculum in the world so far - more's the pity - although two other universities here are running, and a third is contemplating, shorter training-programmes on an elective or seminar basis.

I am enclosing a description of this course, written as a contribution to an Occasional Paper of the British Council's English Teaching Information Centre in 1975. As you will see, the course puts into practice the desiderata which you very clearly outline in your article and editorial as those which should govern teacher-training for LSP (Incidentally, I must take you up some time on your reference to 'common-core', which we would regard here as a mischievous will-o-the-wisp as applied to 'the whole of English' (or any other language) - common-core for registers is another matter).

My own main interests in language-teaching have been in ESP for a very long time now, but although I have been concerned with most aspects of it, from basic research into registers through materials production and syllabus design to evaluation and programme administration, I am quite clear that the most urgent world-wide need at the moment is specialised teacher-training, on which, with the colleague who shares the course, I have lectured and conducted seminar/workshops in Latin America and S-E Asia for some years past. Unfortunately, it seems that Language Departments and Education Departments tend to be even more conservative than other university institutions, but one has to keep on trying. It is therefore a matter for congratulation that you have now authoritatively sounded the battle-cry for Europe and elsewhere in this matter!

Returning to our ESP teacher-training course: the methodology of teaching the course itself - how one gets the attitudinal, conceptual, linguistic, methodological and organisational data over to the students effectively - has taken a long time to work out. We've certainly not got all the answers yet, though many of the early problems have certainly been solved; I expect to be giving a paper on this subject at a conference on ESP being planned for Mexico in April 1979.

Yours sincerely,
J.R. Ewer
University of Chile

Editors' Note:
The 'common core' cannot be equated with 'the whole of English' in our usage because the latter would include the 'special languages' which we have singled out for special mention (though special languages do of course share some elements with the 'common core').